

Principals' supervision as correlate of teachers' effectiveness in senior secondary schools in Yobe State, Nigeria

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Abstract: This study investigated the Principals' Supervision as a correlate of teachers' effectiveness in senior secondary schools in Yobe State, Nigeria. The study adopted one purpose, one research question and one null hypothesis. The population of the study was 5,322 subjects comprising school administrators and classroom teachers of senior secondary schools in Yobe State. The Sample size of the study is 359 elements selected using Taro Yamane's method and 25 senior secondary schools was selected through purposive sampling. A structured questionnaire with 20 items was used to gather data. Using five likert format rating scale. The statistical tool used in the analysis of two research question was mean and standard deviation while linear regression analysis was used to test the null hypothesis at 0.05 level of significance. Findings from this study revealed that supervision in senior secondary schools in Yobe State is moderate and teachers' effectiveness is high in senior secondary schools in Yobe State. Principals' supervision and teachers' effectiveness were found to have a statistically significant relationship in senior secondary schools in Yobe State. The study also recommended that the Yobe State Government should adequately provide sufficient physical facilities to all senior secondary schools in Yobe State. Principals should be adequately trained and enlightened with more supervision strategies as well as organizing seminars, workshops and conferences in the schools

Key words: Principals' Supervision and teachers' effectiveness

I. BACKGROUND OF THE STUDY

Olowoselu and Bello (2015) asserted that, school principal is a supervisor who provides direction and expert advice on development of teaching and learning in school. The principal has a duty to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff toward achievement of the school goals and objectives. Oyewole (2014) defined supervision as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning objectives. According to Luka et al., (2018) every leader in every organization, public or private perform certain tasks for the improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as an administrative activity where Some leaders are more interested in the work to be done than in the people they work with, while others pay more

attention to their relationship with subordinates than the job. Leaders express leadership in many ways, these among others include: directing, organizing communicating, formulating and supervision, in order to achieve the aims and objectives. Luka et al., (2018) defined teachers' effectiveness in respect to the performance of teacher in classroom management, mastery of subject matter, teaching delivery and extra-curriculum activities in the school which incorporates the pupil backgrounds, the pupils' personal characteristics.

Luka et al., (2018) specified teachers' effectiveness as a teacher's contribution to positive academic achievement, attitudinal and social outcomes for students such as regular attendance, on time promotion to the next grade, self-efficacy and comparative behavior. Teachers also use the diverse resources to plan and structure, engaging learning opportunities, monitor students' progress formation, adapting instruction as needed and evaluate learning using multiple sources of evidence. Teachers contribute to the development of classrooms and school that value diversity and collaborate with other teachers, administrator, parents and education professional to ensure students, success, particularly. Luka et al., (2018) confirmed that effective teachers are those persons who comply with the rules made by administrators, try to tackle them by working on his own terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are respected cordially in addition, an effective teacher is he who exhibit co-operation, leadership qualities, punctuality and cordial relationship with colloquies and students. Waziri et al., (2018) analysed with six criteria of teacher effectiveness categorized thus. Teacher's personal attributes; he should be regularly, punctual to duty, teaching Principle and skill; he should write clearly, be audible, logical and involve students and use instructional materials and prepare well, mastery of subject matter; explains well, teaches all topics, use more than one book and is confident, knowledge of the learner; seeks to understand students, uses increasing activities, gives clear instruction and is available to students. interpersonal relations; Objective in marking, rewards and punishment concerned with students' poor performance, sympathetic, approachable and extra - curricular activities: involving students in outside activities, eg, games

and sports tests regularly, tests only matter taught; fair in grading often using instructional materials when teaching. Teachers could not be effective and efficient in school unless if the administrator did not serve as a good and functional supervisor at that school. Many public schools in Nigeria have failed because of poor supervision and inspection. Today, stakeholders at all levels learning across the country are rethinking for the way aimed at increasing overall teachers' effectiveness and improving student outcomes and making school environment conducive for teaching and learning which depends purely on professional accountability of a supervisor.

The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing the learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services. Supervisory climate is an overseeing, directing workers also serves as a collaborative effort of the institution in order to achieve set goal and objectives designed in order to improve the teaching-learning process.

According to Modebelu (2008) supervisory climate is the process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. Ogbo (2015) defined supervision as the maximum development of the teacher into the most efficient and effective person capable of becoming an effective teacher in all academic endeavors. This definition recognizes that a teacher has potentials that needed guidance and direction and become effective in the classroom. Clark (2015) and Walker (2016) stated that supervision is a task of improving instruction through regular monitoring/inspection and in-service education of teachers.

Eya and Leonard (2012) indicated that supervision is all about promoting leadership and teacher growth in educational practices. Olorunfemi (2008) and Okobia (2015) affirmed that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set educational goal and objectives. This described instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set educational goal and objectives. All the various levels of education (early childhood, primary, primary/basic, post primary, and tertiary), must be properly supervised, managed in order to produce vibrant outputs (students) that will contribute effectively towards national development. This in essence will include attainment of a high level of academic excellence which entails the inculcation of the right type of

knowledge, skills, values and attitudes of the learner to enable him to function efficiently and effectively within the society and ensure societal survival (Oyededeji, 2012).

According to Nwogbo and Okeke (2010) teachers' effectiveness can be achieved through a disciplined and committed teacher. To ensure that teachers are highly disciplined and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools' instructional supervision to ensure that teacher high productivity and work commitment is guaranteed and enhanced. Ikegbusi (2014) agreed that a certain degree of respect and regard to a person's position and duty in a society tend to bring out the best in most individuals and also give him a perceptive sense of satisfaction in whatever duty he accomplishes and corporations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Ekundayo, Oyerinde & Ikegbusi (2014) observed that teachers teach, train and process students acquire the necessary life skills, that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored.

Oyewole et al., (2014) asserted that, instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behaviour and teachers' antecedent factors of the two groups in the interaction process and proposition which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behavior of the supervisor in his relationship with the teacher is assumed to be one of the significant factors on the teachers' effectiveness. Oyewole (2014) described instructional supervision as a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible where teaching and learning are complementary processes. Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching-learning process. The fact remains that the success of an educational program, especially in the achievement of effective learning depends largely on the effectiveness of the teachers. Uduak and Bassey (2015) stated that teachers constitute a very vital component despite the remarkable advancement in technology in all areas of teaching and learning process through the production of instructional materials such as television, computer projector of various kinds, the teacher is still an indispensably significant factor for motivating and imparting knowledge to the learners at each level of education. The extent to which teachers achieve this important role of imparting knowledge is contingent on their effectiveness. Uduak (2015) Teachers' effectiveness involves all the

activities carried out by the teacher to achieve the desired goal and objectives: making notes, classroom leadership, lesson, planning, and updates of school records.

Mecgley (2015) stated that, the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. Kotirde (2014) stressed that Supervisors are for improving educational program which helps teachers to achieve both qualitative and quantitative instructional delivery. It is also an indispensable variable in the teaching learning process in order to achieve overall school and educational objectives. However, problems of parents and inadequate funding of schools constitute lots of crises in the system. Kotirde (2014) further stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting the entire school progress. Ogba and Igu (2014), Ofojibe and Chukwuma (2016) stressed that supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Oyedeji (2012) stressed that the functions of school supervisors is to make classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time.

Modebelu (2008) and Walker (2016) agreed that external supervision is more effective in promoting teacher instructional effectiveness in schools. Eya (2012) postulates that internal supervision is more conversant, the reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching. The current two fold mode of supervision (internal and external supervision) tends to generate conflict in the assessment of the instructional performance of teachers. There has been inconsistent with research into the best mode of Supervision of instruction. Walker (2016) recommended external supervision as the way out to the problem of supervision of instruction in senior secondary school, which motivate teachers to prepare well and through this teacher become effective in their schools. Oyewole (2014) observed that instructional supervision is the interaction between the supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behavior, and teachers' factors of the interactive process and proposition which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behavior of the supervisor in his relationship with the teacher is assumed to be one of the significant factors

on the teacher effectiveness or performance. Oyewole (2014) noted that supervision is necessary in education to ensure effective learning. In the school context, supervision is the process of observation, discussion and decision-making by principals and inspectors of education to improving teaching/learning situations for students.

Oyewole (2014) further believed that the primary purpose of supervision in Nigerian schools is to improve the instructional program and there are three categories of teachers to whom supervisory assistance should be directed. They are: (a) new teachers, (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals). (b) Old teachers (who attempt to resist change because they have been used to certain styles of teaching, hence, they consider change as a threat). (c) Incompetent teachers (because of their shallow knowledge of subject matter, poor classroom organization, ineffective use of language, etc. Oyewole (2014) commented that supervision, provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards so as to provide equal opportunity for children. Supervision also stimulates desirable educational practices and provides a basis for action by the teachers, head teachers, inspectors and other officials. Clemen (2016) maintained that there is no better leadership style. The leadership style that works best depends upon the manager's emphatic attitude in accomplishing task through proper human relations and participation of the teacher as the number one active agent of the learning process that leads to better learning outcomes. Therefore, teaching effectiveness exerts strong influence on the learning process and on the outcomes of the learning which could be as a result of good supervision. A classroom supervisory practice has a direct relationship to teacher effectiveness that needs to be given attention to maximize students' learning. However, Clemen (2016) realized that supervising through authorization, directions and class controls usually will bring about the desired results

Clemen (2016) confirmed that instructors through supervision will perform with excellence if they have well-defined jobs are capable of doing the job, know what is expected of the instruction, tools to do the job, have the necessary skills and knowledge, and receive feedback for performing as desired. Clemen (2016) realized that giving the subordinates day-to-day instructions, guidance and discipline as required to be able to fulfill their duties and responsibilities are the problems that a supervisor faces. Clemen (2016) confirmed that supervision is designed to improve instruction at all levels of the school enterprise which helps establish communication and makes teachers hear each other. It serves as a liaison to get teachers into contact with each other who have similar problems. The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the supervision is a means to develop the teachers' effectiveness and increase their moral

and effective teaching (Clemen, (2016). The teachers perceived that the principal phrases and sentences to give the teacher a more accurate feedback, sometimes record the series of questions asked by the teacher to improve the teacher’s question, techniques, and sometimes record directions given by the teacher in the course of the lesson. It means that the supervisors are showing their assistance to the teacher in the classroom through their observation records that serve as a useful picture of follow-up work as a monitor of the suggestions given (Clemen, 2016).

Murphy (2013) highlighted various aspects of classroom observation and offers an opportunity for supervisors to assess teachers’ classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further. In a nutshell, it is one of the most common ways of reflecting on pedagogical practices. Blasé (2010) stated that supervision, assist teachers evaluate their strengths and weaknesses. In any school, especially the public secondary school setting, Therefore, the effectiveness of the teachers is largely dependent on the principal’s ability to supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning. (Blasé, Blasé, Philips (2010) & Smylie, (2010). The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services. Blasé (2010) stated that supervision and teaching effectiveness are interrelated in the sense that teachers are motivated when there adequate monitoring and supervision during teaching and learning process. These include planning conference, classroom observation/data collection, analysis/strategy, post observation conference, and post conference analysis. The classroom observation is one of the stages of clinical supervision and the principal purpose of observation is to capture the realities of the lesson objective enough and comprehensive enough to enable supervisors and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it (Clemen, 2016). Classroom observations serve as a tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies (Murphy 2013).

Waziri (2018) confirmed that the administrator relates to the staff through team and formal structure of staff meetings. Consequently, when the management team functions well through the administrator’s leadership and supervision, the school operates and students perform well in their examinations. Waziri (2018) asserted that every principal must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, and working with a professional learning network. Additionally, leaders must be willing to share what they have learned with teachers as colleagues and partners

with a common goal. Effective principals can utilize faculty meetings as a place to model high-quality instruction and should take an active role in supervising activities so as to improve teachers’ effectiveness in senior secondary schools. This study is designed to investigate the role of Principals’ Supervision and its correlation with teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria.

II. METHODOLOGY

2.1 Research Design

A correlation survey design was adopted for this study. The area of this study was Yobe State. It is located in the North – eastern part of Nigeria. Latitude 12.1871° E and Longitude 11.7068° N. (National Geospatial-Intelligence Agency, Bethesda, MD, USA 2004) . The target population of this study was 3522 subjects comprising principals and Teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning research and statistics, Yobe State Teaching, Service Board Damaturu, 2017). The sample size for this study was 359 subjects and two closed ended questionnaire with a five Likert format response scale were used by the researcher to generate data from the field. The research questions were answered using descriptive statistics (mean and standard deviation) . The hypothesis was tested using linear regression at 0.05 level of significance.

Research question 1: What is the extent of principals’ supervision in senior secondary schools in Yobe State?

Table 4: Mean and standard deviation of principals and teachers’ opinion on the extent of principal supervision in senior secondary schools in Yobe State.

S/ N	ITEM	N	Mean	Std. D	R
1	Principal evaluates teachers’ instruction in the school regularly	359	3.27	1.33	M
2	Principal stimulates teachers in the school	359	3.70	1.18	H
3	Principal provides leadership to teachers	359	3.11	1.41	M
4	Principal improves instructional materials in the school	359	3.53	1.31	H
5	Principal supervises the teachers very strictly	359	3.64	1.35	H
6	Principal allows teachers for in-service training	359	3.35	1.43	H
7	Principal supervises classroom instruction regularly	359	3.01	1.51	M
8	Principal plans curriculum in the school	359	2.45	1.45	L
9	Principal organize workshops to teaching in the school	359	2.76	1.45	M
10	Principal provides instructional materials to teachers in the school	359	3.27	1.21	M
	Grant Mean		3.22		M

Key: VHE=Very high extent, HE=High extent, ME= Moderate extent, LE= Low extent and VLE=Very low extent

Shows the mean and standard deviation of principals and teachers’ opinion on the extent of principals’ supervision in senior secondary schools in Yobe state. A grand mean of 3.22 was obtained indicates that the principals’ supervision is moderate.

Table 5: Mean and standard deviation of principals’ and teachers’ opinion on the extent of teachers’ effectiveness in senior secondary schools in Yobe State

S/N	ITEM	N	Mean	SD	R
11	Evaluating teachers’ classroom instruction promotes the teachers’ teaching delivery	359	4.60	0.49	VHE
12	Motivating teachers in school facilitate the teachers’ initiative	359	4.30	0.58	HE
13	Principal’s provision of leadership for teachers determines the teachers’ role model in the classroom	359	4.94	5.68	VHE
14	Improvement of instructional materials in the school enhances teachers’ use of teaching aids in class	359	3.56	1.09	HE
15	Strict supervision of Principal facilitates teachers update school records	359	4.12	0.33	HE
16	Allowing teachers for in-service training promotes mastery of the subject matter	359	4.09	0.48	HE
17	Regular supervision of teachers improves teachers’ classroom instruction	359	4.48	0.50	HE
18	Planning curriculum in the school by principal facilitates teachers update school scheme of work	359	3.38	1.17	M
19	Organizing workshops to teachers enhances teachers new discovery in the subject matter	359	3.94	0.79	HE
20	Provision of instructional materials improves teachers’ lesson presentation	359	4.22	0.55	HE
	GRANT MEAN		4.16		HE

Key: VHE=Very high extent, HE=High extent, ME= Moderate extent, LE= Low extent and VLE=Very low extent

Shows the mean and standard deviation of principals’ and teachers’ opinion on the extent of teachers’ effectiveness in senior secondary schools in Yobe State. A grand mean of 4.16 was obtained indicates that the teachers’ effectiveness is higher in senior secondary schools

H_{0j} : There is no significant relationship between supervisory climate and teachers’ effectiveness in senior secondary schools in Yobe State

Table 3: Summary of ANOVA of supervisory climate and teachers’ effectiveness

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.125	1	3.125	5.020	.029 ^b

Residual	31.752	51	.623		
Total	34.877	52			

p>0.05

- a. Dependent Variable: Teachers’ effectiveness
- b. Predictors: (Constant), Supervisory Climate

Linear regression analysis was conducted to test whether any significant relationship exists between Supervisory climate and teachers’ effectiveness. The results show that Supervisory climate significantly predicted teachers’ effectiveness, $F(1, 52) = 5.020, p = 0.029$. Therefore, the null hypothesis was rejected since the p – value (0.029) is less than 0.05 levels of significance.

Model Summary of supervisory climate and teachers’ effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.299 ^a	0.090	0.072	0.78904

- a. Predictors: (Constant), Supervisory climate

The result in Table 12 shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (supervisory climate) explained 9.0% of the variance in teachers’ effectiveness. Supervisory climate and teachers’ effectiveness were found to have weak relationship which is indicated by r value = 0.229.

III. MAJOR FINDINGS

1. Supervision in senior secondary schools in Yobe State is moderate as indicated by the mean scores of 3.2152
2. Teachers’ effectiveness in senior secondary schools in Yobe State is high as indicated by the mean scores of 4.1383.
3. Supervisory climate and teachers’ effectiveness were found to have statistically moderate, positive relationship in senior secondary schools in Yobe State, Nigeria which is indicated by r value = 0.029

IV. CONCLUSION

The study involving principals supervision as correlate of teachers effectiveness in senior secondary schools in Yobe state revealed that supervision in senior secondary schools in Yobe State is moderate and teachers’ effectiveness is high in senior secondary schools within the state Principals’ supervision and teachers’ effectiveness were found to have a statistically significant relationship in senior secondary schools in Yobe State,. The study also revealed that the Yobe State Government need to provide sufficient physical facilities to all senior secondary schools in Yobe State. There is also a need for Principals adequate retraining and enlightened with more supervision strategies as well as organizing seminars, workshops and conferences in the schools

V. RECOMMENDATION

1. Government should adequately provide sufficient physical facilities to all senior secondary schools in Yobe State since teachers' effectiveness could be greatly impaired by non-availability of physical and instructional facilities.
2. Principals should be adequately trained and enlightened with more robust supervision strategies where teachers should be involved in textbook selection and classroom decongestion, by erecting new buildings, provide educational materials, staff should receive training in the rudiments of instructional supervision to endow teachers with the necessary skills, seminars, workshops and conferences should be organized in schools.

CONFLICT OF INTEREST

There was no serious conflict of interest in the work from the start to the end. However, trace of constructive argument has been the subject of improving the research work.

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